To: MELLANIE REEVE, UNIVERSITY LIBRARIAN

From: CLARISSA MORENO, LIBRARY CLERK

CC: ROBERT RUNDQUIST, DEAN

Date: 9 March 2021

Re: Library Collection Donation

Situation

As you are aware, Mr. Stewart has so graciously offered us an unrestricted 5-million-dollar donation. The only caveat is, we must also accept an extensive personal collection and it to our own. After much time, consideration, and having reviewed the material, I have determined that it would be in the library's best interest to humbly accept Mr. Stewart's donation and add the literature to our collection. While the literature is based around the denial of the Holocaust, we acknowledge that there are members of our campus community that not only show a predilection for this sentiment and must uphold the principle of intellectual freedom, but it will also support our collection development policy and college curriculum.

Decision

The mission of our university and the values of the American Library Association (ALA) align with advocating for equity, diversity, and inclusion, we must include everyone in our campus community, including those whose views may not align with our own. While we, as an

institution, do not deny or diminish the events of the Holocaust, we must also abide by the policies as outlined by the ALA's Library Bill of Rights, (2019) in that "Materials should not be excluded because of the origin, background or views of those contributing to their creation." Especially when it does meet development and curriculum standards.

One of the courses we offer, English 1A, requires students to write persuasive essays on a topic of their choosing. Living in the Golden Age of Conspiracy Theories, there has been an influx of students seeking information on the denial of the Holocaust as well as other conspiracies surrounding the topic to complete this assignment. Per our collection development policy (2015), this material meets "cultural and current interest materials to enhance students' educational and intellectual growth" (p.6).

Our collection development policy serves as a standard to which we can ensure that we are building a collection that supports our college mission and curriculum. While there may be controversy surrounding the denial of the Holocaust, and the addition of the collection, we can certify that our collection development policy protects us against any pushback that may arise from our stakeholders. Statements within our policy on intellectual freedom also protect us against any challenges which may ask us to censor the material, with a clear outline of the procedure to challenge this decision.

Though my recommendation is to add the collection to our own, I do not recommend we restrict, but provide equity of access to these materials and shelve them in the open stacks. However, since this is misinformation about a legitimate historical event, my suggestion to ensure students and staff understand this when searching for it, is to classify its heading as a Conspiracy Theory. The Library of Congress has defined the Conspiracy Theory heading as "the

theory that an event or phenomenon occurs as a result of a conspiracy between interested parties; spec. a belief that some covert but influential agency (typically political in motivation and oppressive in intent" (Library of Congress, Subject Headings, 2009). Ultimately, since Mr. Stewart has not stated a timeframe for the literature to be part of our collection, we can revisit its relevance within our collection as with any other materials.

Partnership

In addition to the incorporation of this collection, I propose implementing a month of solidarity in partnership with the Museum of Tolerance to stand with the Jewish populations to ensure a safe, healthy environment within the library and provide historical accuracy. Though the collection will be added silently, as any other material is, adding a month of solidarity for this population would be a first for our campus community.

We currently hold events and displays in - February for Black History Month, March for Women's History Month, September/October for Hispanic Heritage History Month, etc. Jewish American Heritage Month, which is held during the month of May, is not one that is regularly recognized. It is our responsibility to maintain equitable treatment and support our community, as multicultural student populations continue to grow, we must include and advocate to represent all identities and differences to create a safe and welcoming environment. In partnering with the Museum of Tolerance, we can supplement our mission and values – as well as those outlined by the American Library Association – with theirs to promote tolerance and understanding, to prevent hatred, and challenge people to confront their assumptions and assume responsibility for change (Museum of Tolerance, 2018).

Since moving to a hybrid model, we have seen an increase in the audience during these virtual events, the month of Solidarity will consist of not only in-person conversations but also webinars, an exhibit in the library, as well as a book recommendation for the month (rotating yearly) – welcoming student art, poetry, etc. to display alongside the exhibit and a chance for five students to win a 1,000-dollar scholarship.

Explanation of expenses

Our department's strategic plan determines our future outcomes, goals, objectives, and tactics to reach these goals (Johnson, 2018, p. 79), this allows us to continuously assess and revise, as necessary, to ensure it fits with Chaffey College's overall financial support. Due to Measure L, as passed by the voters in the state, and the California State lottery, library construction is paid and underway for use in 2022; therefore, we will not need to disperse funds toward the construction of the building. At this point in time, I recommend prioritizing and improving collection management, allowing us to maximize and maintain currency in our collection. Moreover, updating our most used collections – textbooks reserves.

We witnessed going into an all-online model, many students contact us is in hopes of being able to access these titles; realizing more than before, how much students rely on these. Our current model requires instructors to donate a copy to the library to access them, this is an inequitable format, as not all instructors are able to do so. In 2010 Portland Community College purchased a copy of every required textbook, for all four campuses, with a grant of just 36,000 dollars and had a total increase of circulation of 110% (Greiner, 2012, p.1); by following the same format we will provide equitable access for all students across our three campuses.

We currently have a budget for 13 full time employees (Chaffey Community College District, 2020) – having let go of six full time faculty librarians and library support staff, the funds from Mr. Stewarts's donation will allow us to hire the staff back or open up this position. This will ensure that all three campuses are fully staffed to provide full service during operating hours.

As academic libraries "face significant pressures to justify its contributions to the institution" (Johnson, 2018, p. 80), I have put together a brief itemized line budget for the next five years, which can be found below; with the remainder of the funds to be set aside should any other layoff or off schedule emergencies occur.

Thank you for your time and consideration.

Sincerely,

Clarissa Moreno

Description	**Budget**

Salaries (6 FTE) * yearly step increase	330,000
2nd year	345,000
3rd year	360,000
4th year	375,000
5th year	400,000
Student Assistants	4,000
Benefits	150,000
Seminars & Workshops	1,000
New Collection (1st year)	150,000
*Moving to DDA after first year	75,000
Textbook Reserves	40,000
E-Books	3,000

Supplies & Materials	15,000
New Equipment	12,900
Printing	1,155
Internet	2,000
Subscriptions	115,000
Technology (software & hardware)	9,000
Multiuser Software License	30,800
Equipment & Technology Repairs	15,000
Yearly Event	1,000
Scholarships	5,000

1st Year	959,855
2nd Year	689,855
3rd Year	704,855
4th Year	719,855
5th Year	729,855
	3,784,275

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